



Formative Assessment Policy

Rowner Junior School

In association with GFM Primary Phase

Approved by:	Primary Phase Committee	Date:	May 2021
Maintained by:	Primary Phase SLT	Next review due:	May 2021

Aims

The aim of the policy is to give a clear outline of how and why formative assessment is used to inform planning and to account for pupil achievement in their learning journeys. Formative assessment is a daily part of school life. It takes account of pupils' strengths as well as areas for development. Formative assessment is more diagnostic than evaluative. It is used to monitor pupil learning style and ability, to provide ongoing feedback for pupils to improve their learning and allow educators to improve and adjust their teaching method.

Principles & Values

To ensure that:

- Children develop as increasingly independent and effective learners, with an awareness of their own strengths and areas for development, in every subject area.
- Educators and pupils reflect continuously on how learning is progressing so they are able to identify the next steps to take.
- High quality formative assessment informs high quality facilitation of learning
- There is always a clear purpose for formative assessment to inform future practice
- Formative assessment is used to support a focus on monitoring and supporting children's progress, attainment and wider outcomes, by identifying misconceptions and gaps in children's learning
- Formative assessment supports informative and productive conversations with staff, children and parents/carers
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Staff have a clear understanding of any barriers to learning and additional educational needs and can begin to plan suitable and effective provision to improve attainment.

Feedback

The Primary Phase recognises the importance of feedback as an integral part of learning, teaching and assessment. It informs teachers about levels of knowledge, understanding and skills attained or yet to be attained by the pupil. Feedback aims to facilitate learners in being able to identify and amend a gap in learning.

Our approach to formative assessment is based upon the evidence of best practice from the Education Endowment Foundation and other educational research. This outlines that effective feedback should:

- Be given feedback as quickly as possible
- Redirect or refocus either the teacher's or learner's actions to achieve a goal to further children's learning
- Be specific, accurate and clear
- Encourage and support further effort

To be greater and to aspire further

- Be given sparingly so that it is meaningful & should be used to further children’s learning
- Be given when it is appropriate for the learning journey, this could be during, after or before the next learning step.
- Empower the learner to take responsibility to correct their own mistakes and make their own improvements
- Inform the teacher of possible misconceptions that can be addressed in subsequent lessons
- Feedback should be manageable and not burdensome to teacher workload
- Children should receive feedback when it is appropriate for the learning journey, this could be during, after or before the next learning step.
- Feedback is part of our wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, enabling them to make expected progress

Intent, Implementation and Impact

Our **INTENT** is to ensure children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessment information that informs their teaching both within and across a sequence of learning.

Sound formative assessment impact on the effectiveness of teaching by:

- informing educators of the gaps in learning and misunderstandings about key skills and information
- helping teachers help pupils to take the next steps in their learning
- helping pupils help themselves to take the next steps in their learning
- enabling accurate reporting on progress
- communicating outcomes and future targets to all stakeholders.

Our IMPLEMENTATION of formative assessment:

Teachers and support staff should:

- Ensure pupils engage with feedback, using it to improve their learning
- Equip pupils with the skills to be resilient and reflective learners in order that they can identify where they can improve, how to improve and are able and are given time to, edit their work to fulfil success criteria
- Ensure that marking or feedback is given as quickly as possible;
- Ensure that marking is purposeful and accessible;
- Provide individuals with time to respond to feedback when appropriate

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- Mark pupils' work in a way that acknowledges success and gives targets for improvement
- Adhere to the whole school marking guidelines (agreed by the staff), to ensure consistency between year groups and between subjects

Formative assessment strategies (this list is not exhaustive):

Strategy:

Diagnostic tool e.g. Renaissance	Impromptu quizzes or anonymous voting e.g. Kahoot
Peer and self-assessment	Rich questioning
Talk for learning	Think pair share e.g. lolly-sticks/no hands up
Pupil Conferencing	Written and verbal feedback

The **IMPACT** of formative assessment enables:

Standards and Outcomes:

- Learners make good progress from their individual start points and gaps in their learning are quickly filled.
- Learners are given the best possible opportunity, resources and skills to be able to identify and make improvements to their individual abilities.
- Learners to take pride in their learning.
- Learners understand and value the opportunity to edit and improve their learning.
- Learners to view areas for development and the need to edit as a positive learning opportunity.
- Teachers respond in a timely manner to errors, misconceptions and mistakes enabling progress to be made within and across sequences of learning.